

ENGLISH LANGUAGE AND CIVICS (EL/CIVICS)
LOCAL APPLICATION PACKET
YEAR 2003
DEADLINE: SEPTEMBER 3, 2002
PROJECT PERIOD: SEPTEMBER 2002 – AUGUST 2003
REPORTING REQUIREMENTS: Same as Adult Basic Education GrantBE

The U.S. Department of Education has made \$167,855 in funding available to Idaho for Adult *English Literacy and Civics, or EL/Civics*. The purpose of this initiative is not simply to expand English literacy services, but to provide an **integrated** program of services that incorporates English literacy and civics education.

Civics education is a broad term that includes instruction to help immigrants gain citizenship; to teach U.S. history and culture, including lessons on diversity and multiculturalism; and to facilitate adult learners' active participation in their communities.

Civics education as defined in the November 17, 1999 Federal Register to mean "an educational program that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help students acquire the skills and knowledge to become active and informed parents, workers, and community members. (Program Memorandum FY 1001-13, Ronald S. Pugsley)

One National EL/Civics Demonstration Project defined civics this way, "Many newcomers to the U.S. and long-time residents alike desire to learn English. They also desire to understand and contribute to the society in which they now live. A traditional ESL curriculum often hinders persons wanting to learn English in the context of American society. Many curricular materials focus narrowly on citizenship and passing the citizenship exam. The EL/Civics program suggests a significant need for an English language/civics curriculum that moves beyond just passing the INS test, of just voting, to address the daily aspects of citizenship. Other curricula are too broad- for example, materials that present life skills, work skills, or health-related materials without providing any context of citizenship and civics participation."

Think about EL/Civics as teaching your students how to maneuver through the systems in which they live. It is more than providing information. It is rather providing students with the skills to use their English in daily situations within their communities while enhancing their understanding of how our government, laws, and community structures functions so they can access services and become part of the process of practicing their citizenship. In order to maneuver through the systems in which they live, they must also be able to communicate well orally and in writing. They must be able to access information available to them through the written word as well as through technology.

Available Funding:

The State Department of Education has set funding parameter awards ranging from \$5,000 to \$35,000, based upon need established through the application process. Idaho received a total of \$167,855 for integrating English literacy and civics education. The EL/Civics Allocation follows the same guidelines as the State ABE grant with 5% (\$8,392.75) allowed for administration of the program, 12.5% (\$20,982) allowed for state leadership and professional development, and 82.5% (\$138,480) for direct services. **Please note that professional**

development activity must be tied to program goals. General conference activity or training not directly connected to stated outcomes would not be considered for funding. This link must be clear and concise. Most professional development will be arranged at the state level. It is possible for a program or institution to apply for more than one project if they are very distinct in purpose.

Allowable Activities:

The Idaho Department of Education, Office of Adult Education will fund the following activities under the federal EL/Civics grant allocation fully realizing that activities within projects will overlap. Applicants are encouraged to be creative in approaches and make use of leveraging possibilities while designing projects that can produce outcomes in keeping with the intent of the EL/Civics initiative. **The following are broad categories, and the suggestions are meant only to serve as a springboard for more innovative projects.**

- a) **Provision of the *On Common Ground* series and the *Crossroads Café* series** as core curriculum. *On Common Ground* is correlated to the CASAS competencies, GED topics, and INS citizenship questions and is research-based curriculum appropriate for advanced ESL levels and, with adaptation, high intermediate ESL. Programs should consider implementing or enhancing the use of these programs with innovative approaches that link life outside the classroom with learning that occurs within and explore strategies for action. **This curriculum would be especially useful to teachers in rural areas where ESL training and/or teaching experience may be limited or non-existent, or who may not have access to a curriculum framework.** *Crossroads Café* includes topics and activities that address workplace and community issues and community involvement. It is suitable for intermediate and advanced level students. Some applications and adaptations of both programs could be found useful in teaching literacy and civics to beginning students under certain conditions and with adequate support. These two programs can be used to expand and enhance learning for students with limited time in the classroom.
- b) **Accessing Community Services** promotes workplace, life and family literacy skills while, at the same time, addressing civics skills. Such a project will promote managing information (gathering, organizing, and summarizing information from a variety of sources), working as a team, and making decisions. **The learners might plan a project around employment, for example, and gather information from their local One-Stop using the Internet. A local business or a panel of local business people might be invited to the class to discuss hiring practices and things they look for in a good interview and in potential employees. They can answer student questions. Students could learn to fill out practice forms using appropriate vocabulary, sentences and correct spelling. Perhaps a field trip might be planned to a business/company, which students have identified as a possible place they might consider applying in the future.**

Adapt the project to the level appropriate for the EL learner. Beginning level learners might focus on vocabulary and reading and speaking skills concerning a specific community service interest area. They could learn how to read a map or chart a course to find a certain service provider. They could create questions to ask a guest speaker, or they may learn how to use a computer to access information as they learn to read and write.

- c) **Family Literacy Approach** assists English literacy students in learning how educational system in America works, what the expectations are of students and parents, how to research and navigate within the system, and how to advocate for themselves and their children within the educational system. Such a project might include a visit to a local school where the class might gather information; take notes, pick-up written information. The gathered materials might provide some excellent reading text, writing samples, and vocabulary from which English can be taught. A local school superintendent might speak to the class on the district's school system, services offered, the roles of various individuals and governing bodies, and parent involvement opportunities.

Travel and Staff Participation in Professional Development:

Participation in professional development training to implement or improve teaching in the *On Common Ground* and *Crossroads Café* series is required. Also, training in computer use, applications and recordkeeping will be required. Again, should you apply for some professional development funds at the local level, please note that all professional development must be linked very specifically to your project goals and outcomes or it will not be funded. General statements for use of staff development funding will not be considered. The fall Quality Institute for ABE Teachers and Program Managers will have specific training for EL/Civics and ESL; EL/Civics teachers will be expected to attend (Sept. 30 – Oct. 4) and all costs will be covered by the State with the Incentive Grant. Expenses for the spring follow-up will be covered by the EL/Civics Leadership set-aside.

Participation in the EL/Civics Listserv is considered a part of professional development. This opportunity allows teachers to share ideas from which all of us can benefit. It is often useful to take a good activity idea from a colleague who has already test-run the activity in his/her community and has shared both what he learned and what he found successful. For example, two of our EL/teachers shared, over the listserv, the curriculum and lesson plans they designed this year. Several teachers in other parts of the state have picked them up and are using them weekly with good results and a great savings of time. Therefore, **funding for this project will require that each EL/Civics teacher is included on the listserv.** As new teachers are hired, it will be the program's responsibility to make sure that the name is sent forward to be included in the listserv. If a teacher is not included on the listserv, he or she will not be acknowledged as an EL/Civics teacher funded by EL/Civics funds.

WRITING THE PROPOSAL: Please use the following outline to organize your proposal. This guideline is adapted from the AIDDE model and the program profile as presented by Judy Alamprese for the NW Quality Initiative. The ABE system is using this model across all activities. Be brief but address all the items. The outline may seem a little cumbersome for a small project since it is designed for a program. Just be specific and brief, answering in terms of the EL/Civics project.

Project Description:

I. Analyze Program

- **Program Recruitment**

- Target population
- Activities conducted

Example: Identify the population “most in need” by reviewing data and demographic information from your area. Are there any characteristics that distinguish those who persist from those who drop out? (Over the course of this year, you may want to study and compare retention of students in ESL classes vs. retention of students in EL/Civics activities/classes).

- **Learner Intake**

- Assessment and other activities conducted during Intake
- Uses of Intake information

- **Instruction**

- Mode of delivery of instruction (class-based, individualized, distance)
- Focus/content/topics of instruction delivered
- Number and types of staff (part/full time/ volunteers)
- Types of instructional materials (e.g. commercially produced, teacher-made/workbooks, handouts/life skills), who selects materials
- Use of technology

- **Assessment**

- Pre-test (test name, when administered, who administers)
- Post-test (test names, when administered, who administers)
- Assessments used to monitor progress
- Use of assessment results (learner feedback, staff feedback)

- **Program Transition**

- Institutions and programs that are resources
- Activities conducted

II. Analyze Pressures

- **Institutional pressures/ expectations:**

- **Funder pressures/ expectations:**

- **Staff pressures/ expectations:**

- **Community pressures/expectations:**

III. Analyze Expected Outcomes for Next Year

- **Federal/state expectations:**

- **Institutional/community expectations:**

- **Programmatic goals:**

- **Other outcomes:**

IV. Identify Priorities from Program

After analyzing your program and analyzing the pressures, what will you determine to be your top priorities for this project year? Remember to limit your priorities to two or three for the highest rate of success.

V. Identify Possible Activities

Identify your project/ what will you do and how will you do it?

Resources Needed:

Personnel:

Fiscal Resources:

Administrative Authority:

Weeks/ # hrs. per week (intensity and duration)

Recruitment Goals: (Identify site/ teachers per site/students per site)

Training:

New Policies Needed:

New Information:

External Expertise:

Other:

Key Steps and Timeline

Am't time/ Date Begin/Date End

(Include when you will launch this project)

Send two copies of your proposal to
Shirley T. Spencer, Adult Education Director/GED Administrator
State Department of Education
P.O. Box 83720
Boise, Idaho 83720-0027

You may also email your proposal to
stspence@sde.state.id.us
vbanse@sde.state.id.us
cheryle@uidaho.edu

Should you have questions either email or call
Cheryl Engel – 364-9913
Shirley Spencer –332-6933

EL/CIVICS
2002-2003
BUDGET ANALYSIS

| PERSONNEL | EXPENDITURES |
|--|--------------|
| Coordination (if any) <i>If any funds requested here they must be Clearly supplemental</i> | |
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| INSTRUCTION (HOURS x RATE) | |
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| EMPLOYEES BENEFITS | |
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| | |
| TRAVEL AND TRANSPORTATION | |
| Travel to sites | |
| | |
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| INSTRUCTIONAL MATERIALS (titles and quantity) | |
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| | |
| PRINTING, COPYING, ETC | |
| | |
| OTHER EXPENDITURES (specify) | |
| | |
| STAFF DEVELOPMENT (if requested) | |
| | |
| TOTAL STAFF DEVELOPMENT | |